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ABSTRACT

While some stress in life is normal and may even be useful, too much stress can cause a number of difficulties. This guide is designed to assist early childhood teachers in understanding the role of stress in the lives of young children and in helping children cope with that stress. The guide discusses the definition of stress and the causes of stress in young children, such as the loss of a loved one, family violence, and excessive family expectations. The guide explains how young children show stress--through aggression, phobias, health difficulties, and sadness. It then outlines stress management techniques, including the role of diet and exercise in reducing stress, relaxation techniques, creative visualization, and the cognitive management of stress. The guide then discusses situations in which a stressed child may need more help than the teacher can give and provides tips on stress management for parents and caregivers. Two creative visualization/imagery exercises are included, along with suggestions for further reading. (MDM)

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Young children and stress

How can we help?

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The series aims to provide practical, easy to read, up-to-date information and support to a growing national readership of early childhood workers. The books bring together the best information available on wide ranging topics and are an ideal resource for children's services workers and others interested in the care and education of young children. Books produced in previous years have now become standard texts in many early childhood courses.

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Young Children and Stress
How can we help?

About the author

Diana Roe is a child and family psychologist working in Canberra, with a background in early childhood education. She has worked for more than 20 years with young children and their families, both in the school system and privately. Diana has a particular interest in supporting families with special needs, and helping families and children in crisis. She has run stress-management and relaxation groups for preschool children as well as for older children, teenagers, and adults.

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Young Children and Stress
How can we help?

What is stress?

Stress is a normal, unavoidable part of life. It affects everyone, even babies and young children. Some stress is useful: it keeps us motivated, wanting to do things and change things. However, too much stress can cause a number of difficulties. Life in the 20th century is becoming more stressful: technology is increasing faster than many people can comprehend, life is lived at a frantic pace, and families may be coping with financial, social and familial pressures. Divorce, separation, and the development of blended families may cause grief and tension, and unemployment is a very real fear for many.

Young children very quickly absorb tension that adults experience. They see adults reacting angrily or sadly, they sense fear or pain, they half-hear adult conversations. Often children's reactions to these tensions may not be recognised as stress reactions, and they may be punished or left feeling more confused.

Children are also faced with their own stress. They will react individually to different stress factors, depending on their personalities, their own needs, and family and cultural reactions. Events which may cause severe stress for one child may not affect another child at all.

If we can teach stress management skills to children at an early age, we can give them a life-long ability to cope with anxiety and tension.We can teach young children helpful techniques for handling stress—and they may quickly generalise these ideas to helping to manage problems in their lives.

Adults handle stress in many different ways

Some bottle it up.

Some explode.

Some use hobbies or interests to cope.

Some use addictions to cope.

Some become physically sick.

Some use relaxation techniques.

What causes stress in children?

Any event that represents change, fear, loss, or anxiety is a potential source of stress. Following are some examples which are likely to cause difficulty for many children.

Any event that represents change, fear, loss, or anxiety is a potential source of stress

Loss of a loved one

When a parent or loved one dies there is obviously a great deal of stress for the child. What is often not recognised is that children see the loss of a parent through separation or divorce in a similar way. The parent they had close contact with is no longer there, or is not there in the same way. Even short separations can be quite devastating for some children. Mother going to hospital for an operation or away for a short holiday can be very frightening for a child, particularly if there is no time for preparation.

A change of carer is another loss that may cause anxiety to a young child. This is particularly so if the child is feeling vulnerable from other losses.

Moving house, or major changes in routine

Children like and need security. They feel safe in their own house, their own room, with familiar routines. Major changes in routine—family disruption, moving house, even a relative coming to stay—can affect this sense of security. Similarly, in a preschool or child care, some children will react strongly to changes in routine or a move to a different group.

Andrew Sikorski

Children feel safe with familiar routines.

Birth of a new baby

For many children, the birth of a new baby is the biggest change in their family life. Suddenly their parents have less time, there is a demanding noise in the background, adults ignore them in favour of the newcomer, and often other changes occur at the same time. Even when the child is prepared and excited about the new arrival, the reality can cause stress.

Family violence

In some families children regularly see people they love hurting each other. This is a very confusing and difficult situation for many children and can cause anxiety and fear.

Abuse and victimisation

Abuse, particularly from people they know and trust, causes a great deal of distress to children, and often its effects last throughout adult life. Young children who are being sexually, physically, or emotionally abused often show many signs of stress and confusion.

Children with learning difficulties

Children with learning difficulties often feel they are different. They may be aware that they cannot speak clearly, or that they cannot climb, or run, or draw like some of the other children. Sometimes they may be teased either by playmates or by older children. The frustration and lowered self-esteem which often accompanies learning difficulties may increase the stress they feel as they try to overcome their problems.

Bullying, teasing and social difficulties

Some children find it hard to get on with other children. They may be shy or aggressive or lack the skills to make social contacts. Other children may already be a target for teasing and bullying. As children start to become more aware of the importance of their peers, these social difficulties can cause quite severe stress.

Excessive expectations from families

Family expectations can cause major stress. Even very young children can feel pressure to perform and do well. They are often expected to do things for which they are not developmentally ready. The child then feels inadequate when not able to perform. Many children are also very busy with extra-curricula activities. If a child is showing signs of stress, it is important to reassess the priorities and make sure that children have time just to play and be children.

Other needs, including disability, and cultural dislocation

When the child or family has other pressures the child is at risk. Parents or other family members who are ill or not coping may all increase the stress of a young child, as will tension from adults, and spending less time with the child. Some children are remarkably resilient at managing ongoing family crises. However, they still need to learn skills to cope with the changes and needs in their lives, and may require a great deal of reassurance and support.

Parents or other family members who are ill or not coping may all increase the stress of a young child, as will tension from adults, and spending less time with the child

Barry Brown

Children may require a great deal of reassurance and support to learn skills to cope with changes and needs in their lives.

Barry Brown

Try a hug or some quiet time with a book or a chance to talk.

Each of us has different reactive patterns or parts of our bodies which are particularly vulnerable to stress

How do children show stress?

Children show stress in many different ways. Each of us has different reactive patterns or parts of our bodies which are particularly vulnerable to stress. Reactions which children may experience when feeling anxious and stressed could include the following.

Aggression

Some children react to fear or anxiety by hitting out at others. They may yell at, or hurt other children or adults, or lose their tempers more quickly than usual. Sometimes they may break or damage their own or someone else's belongings. Occasionally they may turn the aggression onto themselves and inflict pain on their own body.

Breath-holding

This reaction to stress can be frightening for parents or carers. Some children may hold their breath while they are crying, others may even hold their breath so long that they lose consciousness for a second. Breathing will automatically start again if this does happen. A number of techniques have been suggested to stop this habit, including ignoring, a quick puff of breath into their mouth, or moving out of sight.

Fears and phobias

Some fears are quite common in young children. However, constant fears and nervousness can mean that a child is suffering from some insecurity or anxiety. One of the more common fears is that of being abandoned, or of their parent leaving them. Sometimes this fear is based on reality if there has been a separation; other times it may suddenly occur. Some children show this sudden fear at being left in care even after being there happily for some time.

Other fears which may occur in young children include fear of the dark, of going to sleep, animals, and strangers.

Changes in eating, sleeping, and toileting habits

Children who are feeling stressed will often regress in their independence. They may find it hard to go to sleep or to sleep alone; they may regress in toilet training, or start wetting the bed. Some children may have nightmares or night terrors. A nightmare will usually wake a child up crying or screaming and obviously frightened, and the child may want to talk about it. Conversely, a child may scream or shout while experiencing night terrors but is not woken up and will not remember the incident the next day. Some children will show their anxiety by changing their eating habits. They may overeat or have little appetite, and sometimes will refuse to feed themselves or will reject foods they usually love.

Health difficulties

As with adults, stress in children often manifests itself physically. Children may have a headache or stomach-ache, or they may be 'run down' and catch many illnesses. A recent study found that children have a threefold increase in the probability of coming down with a cold or upper respiratory tract infection within seven days of experiencing a stressful event.

Irritability

Stressed children may be very irritable. They will lose their tempers more easily, or will not cope with changes or differences that other children manage easily. They may show frustration when trying to do things that require persistence, even if they are generally even-tempered.

Sadness and tearfulness

Most children will cry if they are hurt or badly upset. However, the child who is often crying could be showing signs of anxiety or stress. Often children will not even know why they are crying, and may look for reasons that have little to do with the real problem.

Sometimes the way adults react to a child who is stressed will actually cause more stress. Try a hug or some quiet time with a book or a chance to talk.

Long-term stress can cause a range of ongoing difficulties

For example:

- violent and acting-out behaviour;
- anxiety and tearfulness;
- depression, withdrawal, and difficulty with friends;
- inability to concentrate;
- difficulties with impulse control (some researchers feel that Attention Deficit Hyperactivity Disorder can be made worse by long-term stress);
- learning difficulties;
- tiredness and ill health;
- bullying or victim behaviour; and
- nervous tics and mannerisms.

My body gives out stress signals

Our bodies are very clever at telling us when we are feeling stressed or tense, such as through:

- headaches
- stomach-aches
- upset stomach
- fast breathing
- fast heartbeat
- sweaty hands
- feeling jittery
- tight muscles
- twitchy muscles
- trouble sleeping
- nightmares.

Helping children recognise stress

Children may know when they are feeling bad, grumpy, tired or upset, and can often tell how it feels in their body. We can help children to recognise their own body signals. Breathing exercises and relaxation will lessen these physical signs, and often help children to talk about what is worrying her/him. Children learn that they can control physical signs of stress and fear, and that they can do things to help themselves feel better.

Helping children manage stress

By teaching children a range of techniques we can help them learn life-long ways of coping with difficult or tense situations.

Physical management of stress

Diet It is well-documented that some foods and drinks will increase stress to the body, e.g. caffeinated products such as tea, coffee, chocolate, and colas. A healthy diet with a good range of fruits, vegetables, and grains will not only improve a child's health, but also help their system cope with the stresses of everyday life. Fussy eaters may benefit from vitamin supplements at times of crisis (Vitamins B and C would be particularly useful for this).

Sleep Sound sleep is the best natural healing process for both body and mind. Children who are anxious or undergoing stressful periods often sleep poorly, or may find it hard to get to sleep. Even happy activities can cause difficulties with sleeping as the child stays awake in anticipation.

For very young children, a sleep in the afternoon can be beneficial. A 'rest time' after lunch, even for those who don't want to sleep, can help the body to recover (and provide a chance for practising relaxation).

A regular routine for children at rest-time and bedtime also helps them to sleep. A quiet story, a 'chatting time' about the day, gentle music, a warm bath, a warm drink, and/or a much-loved toy are all helpful. Some children who become very tense at bedtime may benefit from physical touch, a hug, rocking, a back rub. Many children

are frightened of the dark and may benefit from a night light, and/or quiet music.

Exercise Regular physical activity helps the body use tension and energy constructively, and exercise is a positive way of releasing frustration and aggression. Playing regularly in fresh air also ensures sounder sleep.

Children who are feeling tense may relax and forget about their worries if involved in an active game. Sometimes it may require some creative ideas to encourage an anxious and withdrawn child to exercise, but the benefits are well worth it. Carers who play games or exercise with the child not only have the chance to release some tension, but also to enjoy positive interaction with adults and children.

Children will feel better, more relaxed, and more able to cope with the stresses of everyday life if they eat well, sleep well, and have enjoyable, active playtimes.

Relaxation techniques

Relaxation can be therapeutic and beneficial. Learning how to relax is one of the most useful ways for children to manage stress.

Young children can be taught to relax in many ways. One of the simplest is to encourage a 'rest time'. Play gentle music and have everyone lie quietly for a few minutes. Help children to really relax by asking them to be, for example:

- a melted ice cream cone
- a cat asleep in the sun
- a leaf lying on the ground in autumn
- a puppet with all its strings hanging loose
- a floppy doll or animal
- someone lying in a beanbag.

It is important to choose something the child understands and knows will give a feeling of looseness. In all relaxation exercises with young children, the use of concrete examples and role modelling by the adult will help children feel comfortable about 'having a go'.

A number of physical changes occur in a person who is totally relaxed:

- blood pressure is lowered;
- heart and pulse rate slows;
- muscle tension decreases;
- blood flow decreases to organs and muscles; and
- the body needs less oxygen.

Learning how to relax is one of the most useful ways for children to manage stress

Any breathing exercise ... increases the oxygen flow and lowers the stress reaction in the body

Relaxation through breathing

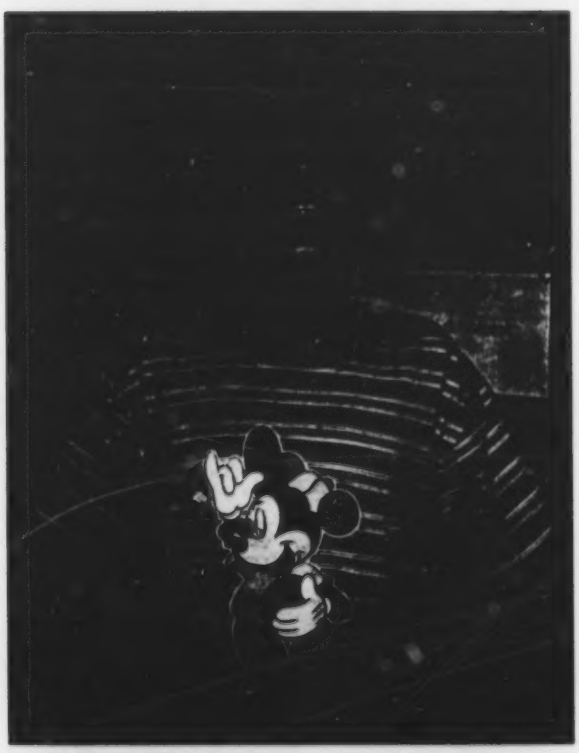
Teaching children slow, deep breathing is one good way of helping them to learn to manage stress.

Any breathing exercise will help a child learn to relax most parts of their body. It also increases the oxygen flow and lowers the stress reaction in the body.

For example, suggest the following:

- Pretend you are a fish and practise breathing with your mouth open ... big deep breaths.
- Breathe in. Hold it while I count to three or four (or while I sing a phrase of a song, e.g. *This is the way I hold my breath, hold my breath, hold my breath*).Then breathe out while I count again (or sing another phrase: *This is the way I let it out, let it out, let it out*).
- Pretend to be an animal asleep (like an elephant, or a lion), and breathe very slowly and deeply.
- Hold your tummy as you breathe, see how far you can push it out with your breath, then let it out slowly and feel your tummy go back in again.
- Try puffing your breath in and out very fast like a train.
- Blow all your breath out as fast as you can; pretend you're blowing out candles on a birthday cake. Then take a deep breath, pretend the candles have all been lit again, and blow them out once more.

Helen Snell



'Hold your tummy as you breathe ...'

Progressive relaxation exercises

Older children may enjoy the traditional method of progressive relaxation where they tighten up and then relax various parts of their body.

When using progressive relaxation, make sure that the children tense their muscles tightly, then relax them completely. The difference between the way the muscles feel at each stage can then be discussed. A carer could gently lift a child's arm or leg to see if they are completely 'floppy'.

Creative visualisation

Relaxation exercises which use visual imagery are often called creative visualisation. Simple stories which paint a picture of calm and peace make it easier for the child to relax deeply.* Some visualisations also include opportunities for children to picture themselves as coping with their life, feeling good about themselves, or managing problems, etc.

One very useful form of visualisation is for children to imagine their own special 'safe place'. This is a place they can go to in their heads when they are feeling upset or frightened, as well as when they are going to sleep at night.

A number of books have imagery and visualisation exercises, but carers can easily make up their own to suit the needs of the children. Creative visualisations can be done with individual children (perhaps at rest time, or before sleep) or with groups (for example at music time). Some children find it easier to relax if there is gentle music playing in the background.

When children have finished their relaxation, some may want to draw a picture of what they imagined. This is another useful way of reminding children that these imagery exercises can be used when they are feeling stressed or tense, e.g.'Sometimes if you feel grumpy you can remember the picture you drew of being up on a cloud, and that will make you feel better.'

*See pages 13 and 14 for visual imagery exercises.

Simple stories which paint a picture of calm and peace make it easier for the child to relax deeply

Progressive relaxation exercises

- Tense all the muscles in your face. Squeeze your eyes shut tight, clench your jaw, and frown—all at the same time. Hold this while I count three (seconds).
- Now relax all the muscles in your face. Make your face go soft and floppy. Notice how different it feels. Do this tightening and relaxing your face three times.
- Now tense your chest, arms, fists, and stomach. Hold these really tight while I count to three, and then relax. Repeat this three times. Notice how different it feels when the top part of your body is relaxed.
- Finally, tense your legs, bottom and feet (try to push your feet right through the floor). Then relax all the muscles in your body and notice how it feels.

Emotions

- Use books, puppets, songs and pictures to talk about emotions, e.g. 'How do you think the puppet/animal/person is feeling? Have you any ideas about how to make them feel better?'
- Draw or paint about emotions, e.g. 'What colours are good for showing "sad"? How can we make this picture happy?'
- Use a mirror for children to practise showing different emotions—a happy face, grumpy face, tired face, sad face, etc.
- Have guessing games about emotions, e.g. 'What is my face saying about the way I feel right now?'; 'How can we show that she is feeling angry, or sad, or scared, or happy?'
- A felt board with faces showing different emotions is a fun way for children to express how they feel.
- Encourage both boys and girls to express tender, caring emotions as well as anger or hurt.

Cognitive management of stress

Understanding our emotions and thoughts

As well as using physical ways to help children deal with stress, we need to look at how they manage their emotions, and how they communicate with others.

Emotions Young children are just starting to understand their own emotions. Help them to develop language to talk about how they feel. If we are to encourage children to talk about things that are worrying them or making them feel stressed, we need to give them the words and ideas to use.

Communication One of the most enduring ways of managing stressful situations is to talk about feelings, to seek support from others, and to share concerns. One way of encouraging children to talk to us about things that worry them, and things that they are thinking, is to talk about our own feelings.

Using positive thoughts Many people are stressed not so much by what is happening outside themselves, but by the way they communicate with themselves about it. Children quickly develop negative ways of talking to themselves, e.g. 'I'm no good at this'; 'Mum never listens to me'; 'I always mess things up'; 'No one is my friend', etc. It is worth looking at some of these negative messages and helping the child realise that they are not all true all the time. Help the child agree that s/he has one friend at least, that s/he did this thing yesterday without messing it up, or that mother listens sometimes. Young children really enjoy the humour of trying to disprove these negative messages.

All children need a chance to play, to dream, or to do nothing

When does a stressed child need extra help?

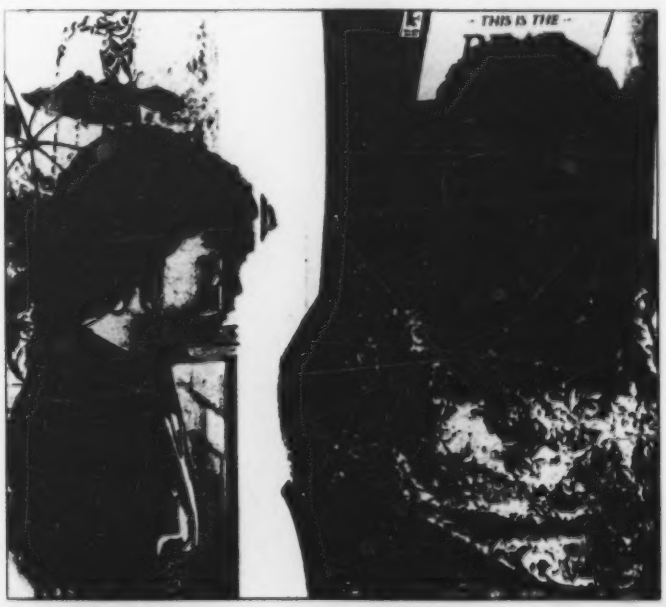
Sometimes a child who is stressed needs more help than parents or carers can provide. Signals that may indicate a child is not managing stressful situations can include:

- 'giving up'—becoming more and more lethargic or uninterested in things;
- aggressiveness that is increasing;
- sadness that gets in the way of normal children's play;
- eating problems that do not settle quite quickly;
- nervous 'tics' that do not resolve within a few weeks; and
- increasing fearfulness or phobias that limit their everyday life.

It is better to refer a child for professional help and support too early rather than later, when their stressed feelings are limiting their enjoyment of life. Some children may benefit from a medical check-up to make sure there is no physical reason for their distress. A visit to a psychologist, school counsellor, paediatrician, or other professional may help the child to quickly regain their normal positive views and behaviour.

Communication

- Have a 'sharing time' where you and the child talk about good things that have happened, and hard things that have happened.
- Tell stories about 'what happened when I was little' and how you managed difficult times. Talk about the mistakes you made, too, as this shows that it is all right to make mistakes and to learn from them.
- Encourage children to tell if they are frightened or worried about anything. Work out with them things they could do about it. 'If that big dog comes near me again, what could I do?'; 'If I wet my pants who could I tell?' This allows them to accept their feelings and begin to problem-solve.
- Make sure children have a wide range of people on their 'network' of trusted adults. People at home and at child care and other friends or family can all be part of that supportive network.



Helen Small

Make sure children have a wide range of people on their 'network' of trusted adults.

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Tips for parents and carers

- Teach children to identify, and talk about, stressful situations.
- Draw pictures of 'things that are fun' and 'things that are not so much fun'. This may help children distinguish what worries them.
- Use humour as a model to manage stress. A child who learns to use humour will be better able to keep things in perspective.
- Encourage children to express their feelings as well as to consider the feelings of others. This is particularly useful in situations of conflict, e.g. 'How did you feel when Jimmy pushed your building down? How do you think he felt when you took his cars?'
- Get into the habit of talking to children about their day. Share good things or funny things that have happened to you.
- Children need to know that it is OK to make mistakes, and that mistakes are a great way to learn how to do things.
- Puppets and masks are good ways to express feelings. Children can often allow a puppet to talk about things they feel stressed about.
- Allow periods of 'quiet time' when children can learn to relax: a rest after lunch, a regular period of listening to music, or a 'centre or family rest time'.
- A 'quiet corner' is very useful both at home and in care situations. Books, soft cushions, and a cuddly toy can encourage a child to relax and recover from a difficult situation.
- When children are in a stressful situation encourage them to take a deep breath and think what to do. 'Even when we are scared we can still think.'
- Some children find too much freedom very stressful. Simple, clear rules about appropriate behaviour and actions give security and structure.
- Use a well-known book to encourage problem-solving. Stop and ask what the character could do now to solve the difficulty. Encourage creative ideas as well as the 'right' one.
- If a child is acting angry or frustrated, provide a way out—to go somewhere different or to talk to someone.
- Children need the opportunity to let off steam in a safe way. Demonstrate ways to manage anger or frustration and children will benefit from seeing how you cope.
- When adults are under extra stress we need to check that we are not passing it along to the child. It is better to talk about it and tell the child that we are feeling sad/angry, etc. but that it is not the child's fault.
- Encourage cooperation rather than competition. Some children feel anxious when competing.
- Build children's self-esteem. A child with good self-esteem sees stressful events as a challenge rather than a problem.

Creative visualisation/imagery exercises

Lying on a Cloud

Imagine that you are lying on a lovely soft white cloud. You are really safe and comfortable and it is just like lying on a huge white pillow. You can feel a little breeze blowing on you and the sun is nice and warm. If you listen carefully you can hear birds calling as they fly past. Maybe you have a friend on the cloud with you, or an animal or a teddy bear. Imagine how lovely and soft it feels and how peaceful you are on your very own cloud.

Have children lie quietly and lead them through visual imagery exercises.

Helen Small

My Special House

Today we are going to imagine that we are going for a walk up a beautiful hill. The hill is not too steep, there are lots of flowers and trees, and we can hear a little river. As we walk along the path up the hill, we look at the flowers and listen to the birds. We go past a paddock where there are some lovely white sheep, and little lambs running and jumping. Now we go around a bend and come to a lovely little house. It's your very own house. You open the door and look inside. Look around at all the things in your special house. There's a special chair there just for you and you can sit in it and look around at your house. Inside this house you feel really safe and comfortable. Nobody ever gets angry with you in this house and you feel really good about yourself here. Just sit quietly and feel how quiet and peaceful it is.

You can come back here any time you want. When you are in bed at night or when you are feeling upset, you can close your eyes and go back to your very own house for this feeling of being safe and peaceful.

Now we leave your house, but we know where to find it again. Walk down the path, past the sheep and lambs, and the flowers and trees until you are back at the bottom of the hill. And then slowly and quietly, when you are ready, open your eyes and see that you are back here with me. And see if you can keep that feeling of being safe and comfortable and relaxed as you have a big stretch and get up.

Going to My Safe Place

Imagine that you are in a very special place, a place that is important to you, where you feel safe and happy. It can be any place you like: a place you've been to, or a place you've made up in your head. It might be at the beach, or in a cubby, or at a special person's house, or in your own bed. Close your eyes and imagine yourself in your own special safe place. Listen to the sounds you can hear in this place, imagine what it looks like, what it smells like. Look at all the things around you in this very special safe place. Enjoy being in this special place. This is a place you can go to when you are scared or worried or just feeling grumpy. You can close your eyes, go to your special place, and feel happy and warm and relaxed.
Now, in your own time, open your eyes and have a stretch and try to keep that feeling of being safe and happy.

Books/further reading for adults

Markham, U. (1990) *Helping Children Cope With Stress*. London: Sheldon Press.

McCracken, J.B. (1986) *Reducing Stress In Young Children's Lives*. Washington DC: National Association for the Education of Young Children.

McGrath, S. & Gordon S. (1991) (eds) *Safe Start, Safe Future*. SA: Children's Services Office of South Australia.

Parker, J. (1995) Understanding grief & loss. *AECA Resource Book Series, 2* (4), Canberra, ACT: AECA.

Parker, J. (1995) Understanding separation & divorce. *AECA Resource Book Series, 3* (1) Canberra, ACT: AECA.

Slee, P. (1996) Stressed out and growing up. *Every Child*, 2 (4), 18–19. Canberra, ACT: AECA.

Books for children

Carey, D. (1992) *Will There Be a Lap For Me?* Illinois: Albert Whitney & Co.

CIS Australia (1995) The Stepping Stones Series, including: *I Have Two Dads, My First Sleepover, I Miss Harley*. Sydney: Cardigan St Publishers.

Freeman, L. (1986) *Loving Touches*. USA: Parenting Press.

Hazen B.S. (1992) *Even if I Did Something Awful*. New York: Alladin Books.

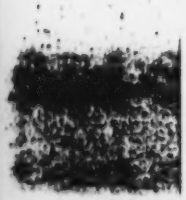
Pfister, M. (1996) (ed) *I See the Moon—Good-Night Poems and Lullabies*. New York: North-South Books.

Reade, H. (1984) *Whitefellas are Like Trafffic Lights*. Perth: Artlook.

Sendak, M. (1963) *Where the Wild Things Are*. New York: Harper & Row.

Williams, S. (1995) *Nana's Garden*. London: Red Fox.

There are also a number of relaxation tapes for children including *Elfin Dance* and *Dream Children* from the ABC. Some progressive relaxation tapes for adults are suitable for children.



Guidelines for Contributors

If you are interested in writing for the AECA Resource Book Series or any other AECA publication, please contact the Publications Section of AECA for further information on the preparation of manuscripts and for a copy of the Guidelines for Contributors.

Publications Section
Australian Early Childhood Association
PO Box 105, Watson ACT 2602
Tel: (06) 241 6900 Fax: (06) 241 5547

Other Subscription Publications 1997

Every Child Magazine

Every Child magazine is published four times a year especially for early childhood educators, carers and parents of children from 0–8 years of age. It provides news and features of interest to everyone working with, and interested in, the education, care and development of young children.

$35
Overseas Aust. $40
includes postage

Australian Journal of Early Childhood

This journal comes out four times per year. It features up to date articles designed to impart new information and encourage the critical exchange of ideas among practitioners in the early childhood field. AJEC gives the field an indispensable Australian perspective on issues of concern and interest.

$50
Overseas Aust. $55
includes postage

Australian Early Childhood Newsletter

There will be four issues of the newsletter in 1997. The newsletter is produced by National Office staff and is a way of keeping the field informed of developments and issues as they occur. Over recent years particular attention has been paid to political events and government policy changes. It is likely that 1997 issues will continue this focus.

$25
Overseas Aust. $28
includes postage

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About AECA

The Australian Early Childhood Association Inc. (AECA) is a leading specialist publisher of early childhood literature. It actively promotes the provision of high quality services for all young children from 0–8 and their families, and supports the important role of parents. AECA is also the national umbrella organisation for Children's Services.

As well as producing the *Australian Journal of Early Childhood*, *Every Child* magazine, the *AECA Resource Book Series*, a newsletter and special titles, AECA markets books and videos on early childhood topics from other companies and organisations.

For further information please telephone (06) 241 6900.

Other AECA publications include

Australian Journal of Early Childhood

Various special titles

Every Child magazine

1996 topics include

- Managing children's behaviour
- Speech and language
- Technology in early childhood
- Changes in family law
- Gifted education
- Transitions
- Quality assurance in schools
- Maths 0–8
- Changing roles of parents
- Men in early childhood

Other Resource Books

Understanding Separation & Divorce

Understanding Grief & Loss

The Power of Mum

Beating Burnout

Promoting Self-esteem

Growing Readers

Conflict Resolution

Health and Safety

Why Won't My Torch Work

Our Code of Ethics at Work

Learning with Computers

Let's Tell Stories

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